



Part B: District Performance Report, Determination & Public Reporting

*Improving Outcomes for Children and Youth with
Disabilities (Ages 3 through 21)*

This technical guide outlines the processes used by the Nebraska Department of Education, Office of Special Education to generate the Part B Performance Report 2018-19 and complete the annual District Determination 2020.

Revised May 11, 2020

Overview

In accordance with Section 616 of IDEA all states shall report annually to the public on the performance of each local educational agency located in the State on the targets in the State's Performance Plan and Annual Performance Report (SPP/APR).

The SPP/APR consists of measurable and rigorous targets for each of the indicators established by the Secretary. The state submits an Annual Performance Report (APR) to account for performance against the targets for each indicator. For more information about Nebraska's SPP/APR, visit <http://www.education.ne.gov/sped/publicreporting.html>.

In addition to these requirements, states must annually complete district determination. The following pages outline Nebraska's process used to compile the **2018-19** Part B Performance Report and complete the **2020** annual District Determination.

Nebraska's Public Reporting: The district Part B Performance Report is released each year, on or before June 1, on the Nebraska Education Profile (NEP) <http://nep.education.ne.gov/>.

The district Part B Performance Report includes the SPP indicators 1-15. The state target is listed, along with the district's performance against each target. In order to ensure complete and accurate data, all districts are given the opportunity to review their own district-level information on a secured site before the district Performance Report is released to the public.

Nebraska's District Determination: The Part B Performance Report is also used to complete the annual district determination. Indicators that are considered while completing the determinations are described in the document. In addition, timely and accurate submission of data and audit findings are considered. The determinations are distributed to each district via a secured site, on or before June 1st following the submission of the SPP/APR.

This guidance document is advisory in nature but is binding on an agency until amended by such agency.

A guidance document does not include internal procedural documents that only affect the internal operations of the agency and does not impose additional requirements or penalties on regulated parties or include confidential information or rules and regulations made in accordance with the Administrative Procedure Act. If you believe that this guidance document imposes additional requirements or penalties on regulated parties, you may request a review of the document.

It is the policy of the Nebraska Department of Education not to discriminate on the basis of gender, disability, race, color, religion, marital status, age, national origin or genetic information in its education programs, administration, policies, employment or other agency programs.

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Graduation Rates for Students with Disabilities

Indicator B1

Performance Indicator- Impact Area I

Indicator 1: Graduation Rate

Data Source: ADVISER June 30 count

Data Year: 2017-18 (lags one year)

Data Due: June 30, 2019

Measurement/Calculation: The Cohort Extended 7th Year Graduation Rate is the same as the Four-Year (The Cohort Four-Year Graduation is calculated by dividing the number of students in a cohort who graduate with a regular high school diploma in four years or less by the number of students in the Graduation Cohort) and uses the number of students who graduate in seven years or less, including student who graduate in the 3 additional school years.

$\frac{\text{High School Diploma Recipients (YEAR X)} + \text{High School Diploma Recipients (YEAR 1 + 2 + 3)}}{\text{FIRST-TIME ninth graders [(YEAR X - 7) + (transfer in) - (transfer out)]}}$

The graduation rate used is from the prior school year. The “previous” data is from three years ago. The four-year cohort graduation rate is being used as the initial graduation rate.

Public Reporting Considerations: Data is masked for public reporting if the cohort size is less than 10 (*). If the district reported no students in the cohort, the following masking symbol is used: (▼).

District Performance Report and Determination Considerations: Actual district performance is displayed in the “District Performance” column. If the district reported no students for the given year (▼), the indicator removed from the total number of points possible.

Dropout Rates for Students with Disabilities

Indicator B2

Performance Indicator- Impact Area II

Indicator 2: Dropout Rate

Data Source: ADVISER June 30 count

Data Year: 2017-18 (lags one year)

Data Due: June 30, 2019

Measurement/Calculation: Nebraska's dropout rate is calculated by dividing the total number of 7th-12th grade special education students who dropped out by the total special education count for grades 7-12.

Public Reporting Considerations: Data is masked for public reporting if less than 10 students in grades 7-12 (*).

District Performance Report and Determination Considerations: The *inverse* score of the district data is displayed in the "District Performance" column.

Assessment Outcomes for Students with Disabilities

Indicator B3B-B3C

Performance Indicator- Impact Area I

Indicator 3B: Special Education Participation

Data Source: NSCAS Assessment Data

Data Year: 2018-19

Data Due: NSCAS Testing Spring, 2019

Measurement/Calculation: Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against alternate academic achievement standards for grades 3-8 and 11.

Public Reporting Considerations: If the district had fewer than 10 students reported in a grade or standard or if all students were reported in a single performance category the data will be masked for public reporting to protect the identity of the students and is marked with a (*) symbol.

District Performance Report and Determination Considerations: Score reported is the average of participation for elementary, middle school, and high school for both reading and math. If the district reported no students for the given year (▼), the indicator is removed from the total number of points possible.

Assessment Outcomes for Students with Disabilities

Indicator B3B-B3C

Performance Indicator- Impact Area I

Indicator 3C: Special Education Performance

Data Source: NSCAS Assessment Data

Data Year: 2018-19

Data Due: NSCAS Testing Spring, 2019

Measurement/Calculation: Proficiency rate for children with IEPs against grade level standards and alternate academic achievement standards.

Public Reporting Considerations: Masking symbol for less than 10 students (*) is applied to this component.

District Performance Report and Determination Considerations: Actual district performance is displayed in the “District Performance” column. If the district had fewer than 10 students reported in a grade or standard or if all students were reported in a single performance category the data will be masked for public reporting to protect the identity of the students and is marked with a (★) symbol.

If the district reported no students for the given year (▼), the indicator is removed from the total number of points possible.

Suspension/Expulsion for Students with Disabilities

Indicator 4A-4B

Performance Indicator- Impact Area II

Indicator 4A: Suspension/Expulsion Discrepancy

Data Source: Discipline Report

Data Year: 2017-18 (lags one year)

Data Due: June 30, 2018

Measurement/Calculation: Number of 3-21 year old special education students in district suspended or expelled for greater than 10 days.

A significant discrepancy in the rate of out-of-school suspensions/expulsions greater than 10 days is defined as a district suspension/expulsion rate of greater than 5% with 10 or more suspensions/ expulsions occurring during the school year.

Public Reporting Considerations: No special considerations.

District Performance Report and Determination Considerations: Districts whose suspension/expulsion rates are non-discrepant score 1.00. Districts whose suspension/expulsion rates are discrepant score 0.00.

Suspension/Expulsion for Students with Disabilities

Indicator 4A-4B

Compliance Indicator- Impact Area II

Indicator 4B: Suspension/Expulsion Discrepancy

Data Source: Discipline Report

Data Year: 2017-18 (lags one year)

Data Due: June 30, 2018

Measurement/Calculation: Number of 3-21 year old special education students in the district, suspended or expelled for greater than 10 days, by race/ethnicity; and policies, procedures or practices that contribute to the significant discrepancy do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

A significant discrepancy in the rate of out-of-school suspensions/expulsions for greater than 10 days is defined as a district suspension/expulsion rate of greater than 5% by race/ethnic grouping with 10 or more suspensions/expulsions occurring during the school year.

Public Reporting Considerations: No special considerations.

District Performance Report and Determination Considerations: 4B is a compliance indicator. Districts whose suspension/expulsion rates are non-discrepant score 1.00. Districts whose suspension/expulsion rates are discrepant score 0.00.

LRE for Students with Disabilities (ages 6-21)

Indicator 5A-5C

Performance Indicator- Impact Area I

Indicator 5A: Regular Class 80% or More

Data Source: ADVISER Settings Data

Data Year: 2019-20 (ahead one year)

Data Due: October 1, 2019

Measurement/Calculation: Percent of children with IEPs aged 6 through 21 served inside the regular class 80% or more of the day.

Public Reporting Considerations: Data is masked for public reporting if less than 10 students (*).

District Performance Report and Determination Considerations: Actual district performance is displayed in the “District Performance” column. If the district reported no students for the given year (▼), the indicator is removed from the total number of points possible.

LRE for Students with Disabilities (ages 6-21)

Indicator 5A-5C

Performance Indicator- Impact Area I

(Not included in Determination Calculation)

Indicator 5B: Regular Class Less than 40%

Data Source: ADVISER Settings Data

Data Year: 2019-20 (ahead one year)

Data Due: October 1, 2019

Measurement/Calculation: Percent of children with IEPs aged 6 through 21 served inside the regular class less than 40% of the day.

Public Reporting Considerations: Data is masked for public reporting if less than 10 students (*).

District Performance Report and Determination Considerations: Actual district performance is displayed in the “District Performance” column however; it is **not** used in the District Determination Calculation.

LRE for Students with Disabilities (ages 6-21)

Indicator 5A-5C

Performance Indicator- Impact Area I

(Not included in Determination Calculation)

Indicator 5C: Separate Setting

Data Source: ADVISER Settings Data

Data Year: 2019-20 (ahead one year)

Data Due: October 1, 2019

Measurement/Calculation: Percent of children with IEPs aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements.

Public Reporting Considerations: Data is masked for public reporting if less than 10 students (*).

District Performance Report and Determination Considerations: Actual district performance is displayed in the “District Performance” column however; it is **not** used in the District Determination Calculation.

LRE for Students with Disabilities (ages 3-5)

Indicator 6A-6B

Performance Indicator- Impact Area I

Indicator 6A: Regular Early Childhood Program

Data Source: ADVISER Settings Data

Data Year: 2019-20 (ahead one year)

Data Due: October 1, 2019

Current Measurement/Calculation: Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

Public Reporting Considerations: Data is masked for public reporting if less than 10 students (*). If the district reported no students, the following masking symbol is used (▼).

District Performance Report and Determination Considerations: Actual district performance is displayed in the “District Performance” column. If the district reported no students for the given year (▼), the indicator is removed from the total number of points possible.

LRE for Students with Disabilities (ages 3-5)

Indicator 6A-6B

Performance Indicator- Impact Area I

(Not included in Determination Calculation)

Indicator 6B: Separate Early Childhood Program

Data Source: ADVISER Settings Data

Data Year: 2019-20 (ahead one year)

Data Due: October 1, 2019

Current Measurement/Calculation: Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.

Public Reporting Considerations: Data is masked for public reporting if less than 10 students (*). If the district reported no students, the following masking symbol is used (▼).

District Performance Report and Determination Considerations: Actual district performance is displayed in the “District Performance” column however; it is **not** used in the District Determination Calculation.

Results Matter for Children (ages 3-5)

Indicator 7A-7C

Performance Indicator- Impact Area I

Indicator 7: Preschool Outcomes

Data Source: Teaching Strategies (TS) GOLD Online

Data Year: 2018-19

Data Due: June 30, 2019

Measurement/Calculation: Percent of preschool children, ages three through five, with IEPs who demonstrate the following:

Summary Statement	Outcome A: Positive social-emotional skills (including social relationships)
1.	Of those children who entered or exited the program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they exited the program
2.	The percent of children who were functioning within age expectations in Outcome A by the time they exited the program
	Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)
1.	Of those children who entered or exited the program below age expectations in Outcome B, the percent who substantially increased their rate of growth by the time they exited the program
2.	The percent of children who were functioning within age expectations in Outcome B by the time they exited the program
	Outcome C: Use of appropriate behaviors to meet their needs
1.	Of those children who entered or exited the program below age expectations in Outcome C, the percent who substantially increased their rate of growth by the time they exited the program
2.	The percent of children who were functioning within age expectations in Outcome C by the time they exited the program

Public Reporting Considerations: Data is masked for public reporting if less than 10 students (*).

For child data to be included in this indicator:

- Child must have exited during that year;
- Have complete entry and exit data within GOLD; and
- Have been in the program for at least six months.

: This designation applies only to Summary Statement 1 for Outcomes A, B and C, if all children demonstrated skills similar to same aged peers at entry. If so, there was no opportunity for children to demonstrate greater than expected gains between the entry and exit checkpoint for Summary Statement 1 and the indicator will be removed from the total number of points possible.

District Performance Report and Determination Considerations: Score reported is the average indicators 7A1, 7A2, 7B1, 7B2, 7C1 and 7C2. If the district reported no students for the given year (▼), the indicator is removed from the total number of points possible.

If no children in the district meet the criteria, the following symbol is used (▼) and the indicator is removed from the total number of points possible.

Parent Involvement (ages 3 - 21)

Indicator 8

Performance Indicator- Impact Area II

Indicator 8: Parent Survey

Data Source: Part B Parent Survey

Data Year: 2018-19

Data Due: October 1, 2019

Measurement/Calculation: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Public Reporting Considerations: The district's performance against the target will only be publicly displayed the year the survey was collected.

District Performance Report and Determination Considerations: Actual district performance is displayed in the "District Performance" column. For any other year in which the district is not required to complete a parent survey (✧), the indicator is removed from the total number of points possible.

Disproportionality (ages 6-21)

Indicator 9

Compliance Indicator- Impact Area I

Indicator 9: Disproportionality

Data Source: ADVISER Child Count

Data Year: 2018-19

Data Due: October 1, 2019

Measurement/Calculation: Percent of disproportionate representation of racial and ethnic groups in special education and related services that is a result of inappropriate identification.

Disproportionate representation is defined as a weighted risk ratio of 4.00 and above. A weighted risk ratio is calculated only if there are 30 or more students in the group of interest and if there are 30 or more students in the comparison group. Significant disproportionality exists when over-representation occurs in two successive years and the disproportionate representation is due to inappropriate identification.

Public Reporting Considerations: No special considerations.

District Performance Report and Determination Considerations: Indicators 9 and 10 are combined in the calculation. Districts whose identification data is determined to be Non-Discrepant receive a score of 1.00. Districts whose identification data is determined to be Discrepant in one of the indicators receive a score of 0.50. Districts whose identification data is determined to be Discrepant in both indicators receive a score of 0.00 for the analysis year.

Disproportionality (ages 6-21)

Indicator 10

Compliance Indicator- Impact Area I

Indicator 10: Disproportionality

Data Source: ADVISER Child Count

Data Year: 2018-19

Data Due: October 1, 2019

Measurement/Calculation: Percent of disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Disproportionate representation is defined as a weighted risk ratio of 4.00 and above. A weighted risk ratio is calculated only if there are 30 or more students in the group of interest and if there are 30 or more students in the comparison group. Significant disproportionality exists when over-representation occurs in two successive years and the disproportionate representation is due to inappropriate identification.

Public Reporting Considerations: No special considerations.

District Performance Report and Determination Considerations: Indicators 9 and 10 are combined in the calculation. Districts whose identification data is determined to be Non-Discrepant receive a score of 1.00. Districts whose identification data is determined to be Discrepant in one of the indicators receive a score of 0.50. Districts whose identification data is determined to be Discrepant in both indicators receive a score of 0.00 for the analysis year.

Child Find

Indicator 11

Compliance Indicator- Impact Area II

Indicator 11: Evaluation Timeline for Initial Evaluations

Data Source: Data is reported through a secured website (ILCD Dashboard-Data Entry).

Data Year: 2018-19

Data Due: September 30, 2019

Measurement/Calculation: Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 45 school days **for initial evaluations**.

Districts participate in this data collection annually.

Public Reporting Considerations: The district's performance against the target will only be publicly displayed the year the survey was collected.

District Performance Report and Determination Considerations: Actual district performance is displayed in the "District Performance" column. The district earns 1.00 points if the target of 100% is met.

Part C to Part B Transition

Indicator 12

Compliance Indicator- Impact Area III

(Not used in the District Determination Calculation)

Indicator 12: Transition C to B

Data Source: ADVISER and District data. District data is reported through a secured website (ILCD 3.0).

Data Year: 2018-19

Data Due: ADVISER, submitted in June 2019. ILCD data collected in September, 2019

Measurement/Calculation: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

Districts participate in this data collection every year.

Public Reporting Considerations: No special considerations.

District Performance Report and Determination Considerations: Actual district performance is displayed in the “District Performance” column however; it is not used in the District Determination Calculation.

Secondary Transition Components in the IEP (ages 16-21)

Indicator 13

Compliance Indicator- Impact Area III

Indicator 13: *Secondary Transition*

Data Source: Monitoring Checklist (Questions aligned with the National Secondary Transition Technical Assistance Center-NSTTAC- Checklist A)

Data Year: 2018-19

Data Due: Data is pulled from monitoring file reviews.

Measurement/Calculation: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that, if appropriate, a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority.

Districts participate in this data collection during the established monitoring year (e.g. same year as NDE compliance file review). Therefore, districts participate in this data collection once every five years.

Public Reporting Considerations: No special considerations.

District Performance Report and Determination Considerations: Actual district performance is displayed in the “District Performance” column. The district earns 1.00 points if the target of 100% is met.

Nebraska's Post-School Outcomes Project

Indicator 14A-14C

Performance Indicator- Impact Area III

Indicator 14: Post-School Outcomes

Data Source: Telephone interviews conducted with eligible students who left school, or who have graduated or aged out and exited during the 2017-18 school year.

Data Year: Interviews completed during the summer of 2019 with exiters from the 2017-18 school year.

Data Due: Contact information for the former students is collected via the NDE portal in April of each year. The list of students presented in this report is pulled from the June 30, ADVISER exit report.

Measurement/Calculation: Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. enrolled in higher education within one year of leaving high school;
- B. enrolled in higher education or competitively employed within one year of leaving high school;
- C. enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

The definitions for the targets above are established by the Office of Special Education Programs (e.g. definition of higher education).

Public Reporting Considerations: Data is masked for public reporting if less than 10 students (*). If the district reported no students graduating with a regular diploma, receiving a certificate of completion, aging out or dropping out, the following masking symbol is used (▼). If the district supplied contact information for students but no responses were obtained, the following symbol is used (■). The district's average percentage for the analysis year plus the two previous years (3-year average).

District Performance Report and Determination Considerations:

- For statement A, actual district performance is displayed in the "District Performance" column however; it is **not** used in the District Determination Calculation.
- For statement B, actual district performance is displayed in the "District Performance" column however; it is **not** used in the District Determination Calculation.
- For statement C, actual district performance is displayed in the "District Performance" column. Performance includes current year plus the previous two years (3 year average).

If the district reported no students for the given year (▼) or no responses were obtained (■), the indicator is removed from the total number of points possible.

Correction of Non-Compliance

Indicator 15 Compliance Indicator

Indicator 15: Correction of Non-compliance

Data Source: General Supervision System (including monitoring, complaints, hearings, etc.).

Data Year: Findings of non-compliance made in 2018-19 and corrected as soon as possible and in no case later than one year from identification.

Data Due: Within the designated time outlined in the Corrective Action Plan, but not to exceed one (1) calendar year from the date the incidence of noncompliance was identified.

Measurement/Calculation: Correction of all incidences of noncompliance identified through the File Review, Complaints or Due Process, within the designated time outlined in the Corrective Action Plan, but not to exceed one (1) calendar year from the date the incident of noncompliance was identified.

NDE must verify correction of non-compliance using the two-prong process outlined in OSEP memo 09-02.

District Performance Report and Determination Considerations: A district that has not made timely correction to noncompliance cannot score at “Meets Requirements” and will be dropped down one rating level.

Calculation Process

2018-19 District Determination Publicly Reported June 2020

District determinations include the district performance of the SPP/APR Indicators as well as timely and accurate submission of data and audit findings. The following chart delineates the calculation process and specific elements used to generate the district determination.

Analysis Year = 2018-2019

Lag Year = 2017-2018

RESULTS INDICATORS	CALCULATION
1: Graduation Rate	The district's 7-year graduation rate for the lag year (cohort 3 years prior to the lag year)
2: Drop-Out Rate	Inverse score of the district's drop-out rate for the lag year (e.g. Drop-out of 0.02% is reported as 0.98)
3BR: Participation Reading	The average of the reading participation for elementary (3-5), middle (6-8) and high (11) for the analysis year
3BM: Participation Math	The average of the math participation for elementary (3-5), middle (6-8) and high (11) for the analysis year
3CRE: Proficiency Reading Elementary	The district's elementary school (grades 3, 4, 5) reading proficiency rate for the analysis year
3CRM: Proficiency Reading Middle	The district's middle school (grades 6, 7, 8) reading proficiency rate for the analysis year
3CRH: Proficiency Reading High	The district's high school (grades 11) reading proficiency rate for the analysis year
3CME: Proficiency Math Elementary	The district's elementary school (grades 3, 4, 5) math proficiency rate for the analysis year
3CMM: Proficiency Math Middle	The district's middle school (grades 6, 7, 8) math proficiency rate for the analysis year
3CMH: Proficiency Math High	The district's high school (grades 11) math proficiency rate for the analysis year
4A: Suspension/Expulsion Discrepancy	Non-Discrepant suspension/expulsion data receives a value of 1.0 and Discrepant suspension/expulsion data receives a value of 0.0 for the lag year
5A: LRE - School Age Regular Classroom 80%+	The district's percent of school-age special education students served in the regular classroom 80% or more of the day for the analysis year
6A: LRE - Preschool Regular EC Program	The district's percent of preschool special education students served in the regular early childhood program for the analysis year
7: Early Childhood Assessment	The average of all 6 components (7A1 – 7C2) that make up the early childhood assessment scoring for the analysis year (refer to page 11 - Public Reporting Considerations for Indicator 7A-C)
8: Parent Involvement	The district's percentage on the parent survey for the analysis year. A district will receive 0.0 points if no parents complete the survey. The indicator is eliminated when it is not the district's year for completion
14C: Post-Secondary Outcomes Target C	The district's average percentage for the analysis year plus the two previous years (3-year average)

COMPLIANCE INDICATORS	CALCULATION
4B: Suspension/Expulsion Discrepancy by Race/Ethnicity	Non-Discrepant suspension/expulsion data receives a value of 1.0 and Discrepant suspension/expulsion data receives a value of 0.0 for the lag year
9 & 10: Disproportionate Identification, Disproportionate by Race/Ethnicity	Non-Discrepant identification data receives a value of 1.0, Discrepant data in one of the two indicators receives a value of .5 and Discrepant data in both indicators receives a value of 0.0 for the analysis year
11: Timely Evaluation	The district's percentage of compliance for the most recent analysis year
13: Secondary Transition Planning	The district's percentage of compliance for the most recent analysis year
Timely Reporting / Audit Findings	The district's percentage of timely reporting and audit findings out of 13 listed items for the analysis year
Correction of Non-Compliance	A district that has not made timely corrections to noncompliance cannot score at "Meets Requirements" and will be dropped down one level.

Timely/Accurate Data and Audit Findings

As a reminder, timely and accurate data submission and audit findings are considered in the district's annual determination. This information is not publicly released in the district's Performance Report; however, late and inaccurate submissions may impact the district's performance against the indicator targets. For example, inaccurate ADVISER data may impact any of the indicators which use this collection as the data source for calculating performance (e.g. graduation and dropout rates, LRE, etc.).

The data collections currently included in the annual district determinations are:

<u>Collection</u>	<u>Date Due</u>
Final Financial for Transportation	October 31
Final Financial Birth to 5	October 31
Special Education Child Count	October 15
Final Financial School Age	October 31
Indicator 11	September 30
Indicator 12	September 30
MOE Eligibility	November 15
Post-School Outcomes Student Listing	April 30
MOE Compliance	April 21
Discipline Report	June 15
Special Education Year-End Snapshot	June 15
Proportionate Share	June 15
Audit Findings	

District Performance Report – Part B

2018 – 2019

HUSKERS RULE SCHOOL DISTRICT

NDE Reviewer: JOHN DOE

Performance Indicators	State Target	State Perf.	District Perf.
1: Graduation Rate	0.9000	0.6930	0.8235
2: Drop-Out Rate (shown as inverse score)	0.9811	0.9854	0.9979
3BR: Participation Reading Elementary	0.9500	0.9964	0.9976
3BR: Participation Reading Middle	0.9500	0.9957	0.9976
3BR: Participation Reading High	0.9500	0.9679	0.9976
3BM: Participation Math Elementary	0.9500	0.9967	0.9953
3BM: Participation Math Middle	0.9500	0.9956	0.9953
3BM: Participation Math High	0.9500	0.9676	0.9953
3CR: Proficiency Reading Elementary	0.2432	0.2424	0.6649
3CR: Proficiency Reading Middle	0.1543	0.1523	0.5372
3CR: Proficiency Reading High	0.1495	0.1503	0.1622
3CM: Proficiency Math Elementary	0.2351	0.2524	0.5916
3CM: Proficiency Math Middle	0.1894	0.1783	0.4149
3CM: Proficiency Math High	0.1584	0.1638	0.1351
4A: Suspension/Expulsion Discrepancy	1.0000	1.0000	1.0000
5A: LRE – School Age Regular Classroom 80%+	0.7460	0.7820	0.7976
5B: LRE – School Age Regular Classroom <40%	0.0633	0.0630	0.0513
5C: LRE – School Age Separate Facility	0.0214	0.0217	0.0000
6A: LRE – Preschool Regular EC Program	0.7500	0.7765	0.9333
6B: LRE – Preschool Separate Class	0.0550	0.0489	0.0000
7A1: EC Assess - Positive Social Emotional - Substantial Increase	0.7525	0.6564	0.8067
7A2: EC Assess. - Positive Social Emotional Age Expectations	0.7050	0.5928	0.8067
7B1: EC Assess. - Know/Skills - Substantial Increase	0.7575	0.6852	0.8067
7B2: EC Assess. - Know/Skills - Age Expectations	0.7050	0.6526	0.8067
7C1: EC Assess. - Behavior - Substantial Increase	0.7625	0.2403	0.8067
7C2: EC Assess. - Behavior - Age Expectations	0.7575	0.5559	0.8067
8: Parent Involvement	0.9180	0.8675	0.9568
14A: Post-Secondary Outcomes Target A	0.3960	0.3086	0.3600
14B: Post-Secondary Outcomes Target B	0.6700	0.4350	0.1960
14C: Post-Secondary Outcomes Target C	0.8365	0.5723	0.5560
Compliance Indicators	State Target	State Perf.	District Perf.
4B: Suspension/Expulsion Discrepancy by Race/Ethnicity	1.0000	1.0000	1.0000
9: Disproportionate Identification by R/E	1.0000	1.0000	1.0000
10: Disproportionate ID by R/E by Disability	1.0000	1.0000	1.0000
11: Timely Evaluation	1.0000	0.9954	1.0000
12: Part C to B Transition	1.0000	1.0000	1.0000
13: Secondary Transition Planning	1.0000	0.9085	1.0000

Legend		
▼ No students reported	■ No responses obtained	❖ Parent survey not required in this school year
* When publicly reported, data will be masked to protect the identity of students using one of the following criteria: (1) Fewer than 10 students were reported in a grade or standard; (2) All students were reported in a single performance category.		

District Determination Summary – Part B

2019

(Determination based on data from 2017-18 School Year)

HUSKERS RULE SCHOOL DISTRICT

NDE Reviewer: JOHN DOE

Percentage (%)	Determination
83.26%	Meets Requirements

Performance Indicators		State Target	State Perf.	District Perf.
1:	Graduation Rate	0.9000	0.6930	0.8235
2:	Drop-Out Rate (shown as inverse score)	0.9811	0.9854	0.9979
3BR:	Participation Reading Average (E, M, H)	0.9500	0.9867	0.9976
3BM:	Participation Math Average (E, M, H)	0.9500	0.9866	0.9953
3CR:	Proficiency Reading Elementary	0.2432	0.2424	0.6649
3CR:	Proficiency Reading Middle	0.1543	0.1523	0.5372
3CR:	Proficiency Reading High	0.1495	0.1503	0.1622
3CM:	Proficiency Math Elementary	0.2351	0.2524	0.5916
3CM:	Proficiency Math Middle	0.1894	0.1783	0.4149
3CM:	Proficiency Math High	0.1584	0.1638	0.1351
4A:	Suspension/Expulsion Discrepancy	1.0000	1.0000	1.0000
5A:	LRE – School Age Regular Classroom 80%+	0.7460	0.7820	0.7976
6A:	LRE – Preschool Regular EC Program	0.7200	0.7765	0.9333
7:	Early Childhood Assessment Average (7A, B, C)	0.7314	0.5639	0.8067
8:	Parent Involvement	0.9180	0.8675	0.9568
14C:	Post-Secondary Outcomes Target C	0.8365	0.5723	0.5560
Total of Performance Indicators		9.8288		11.3706
Compliance Indicators		State Target	State Perf.	District Perf.
4B:	Suspension/Expulsion Discrepancy by Race/Ethnicity	1.0000	1.0000	1.0000
9 & 10:	Disproportionate Identification, R/E	1.0000	1.0000	1.0000
11:	Timely Evaluation	1.0000	0.9974	1.0000
13:	Secondary Transition Planning	1.0000	0.9085	1.0000
	Timely Reporting / Audit Findings	1.0000	1.0000	1.0000
Total of Compliance Indicators		5.0000		5.0000
Sum of Performance and Compliance Indicators		14.8288		16.3706
Percent Score = District Performance ÷ State Target		83.2688%		

Legend		
▼ No students reported	■ No responses obtained	❖ Parent survey not required in this school year
* When publicly reported, data will be masked to protect the identity of students using one of the following criteria: (1) Fewer than 10 students were reported in a grade or standard; (2) All students were reported in a single performance category.		

The District Determination Calculation measurement is the Sum of the District Performance divided by the Sum of the State Targets.

$$\text{Percent Score} = \frac{\text{Sum of District Performance}}{\text{Sum of State Targets}}$$

The levels of determination include:

- Meets Requirements (100% to 80.00%)
- Needs Assistance (79.99% to 60.00%)
- Needs Intervention (59.99% to 40.00%)
- Needs Substantial Intervention (39.99% and below)